



Photo by Anne Gordon Greer

THE BULLET

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MONDAY, FEBRUARY 17, 1969



The Mary Washington

The "lady" myth

By BEV ALEXANDER

Some years ago it was widely agreed that Mary Washington College performed a much greater service to the state of Virginia than that of educating its women. In the space of four years this fine women's college transformed an entering freshman into a fine Southern lady. Gone were all the nasty habits she had picked up during the eighteen years before she came to MWC. She emerged, at graduation, a refined lady schooled in all the fine points of the genteel way of life.

Alas, those days now belong to the ages! A girl entering Mary Washington College today can expect to graduate with all her former vices, as well as many new ones, intact.

It is no longer frowned upon for the women of Mary Washington College to wear slacks, the

ultimate sign of poor taste. If the truth be heard, there are probably as many girls at this college who attire themselves in this abominable fashion as there are those who dress with the care and good taste of their mothers and grandmothers. It is enough to make our poor dear Mary Washington roll over in her grave.

No longer are the women of Mary Washington College expected to conduct themselves in a manner becoming their sex. The most glaring proof of this is the recent rally fifty students participated in that culminated in a march to George Washington Hall. These rude girls had the audacity to call on the Chancellor, uninvited, and interrupt his dinner hour to voice complaints about issues that it does not become them even to discuss: discrimination, the calibre of professors, and individual rights.

A further example of the unladylike militancy of the women of this college is the recent demonstration in support of the obscene language in the underground newspaper. Anyons with the least bit of good taste should have seen that it was not a question of free press or censorship or any of that malarkey, but merely a question of propriety. Who did those girls think they were, that they knew more about propriety than our fine administration?

When will the women of this college learn that polite intercourse in an open atmosphere of communication such as we have here will bring others to think more highly of them than brash confrontation.

The final blow to Virginia womanhood came when some students at this college dared to de-

title the name of Jesus Christ. This outrageous irreverence cannot be justified in terms of Christian or any other kind of radicalism. These leftists will latch on to anyone whom they believe will lend a good name to their cause.

Who are we kidding? There is no place in the world today for women, or ladies, whose function is purely ornamental. Girls no longer come to college to be "finished", or if they do they shouldn't. The college or university is an institution of learning whose purpose is to enrich its students, both intellectually and emotionally. It lends itself to questioning, not only in the academic realm, but also in that of politics, religion and human rights. None of those things is unassailable; not the traditions of the college, not the policies of the administration, not even Jesus Christ.

Dear Sir,

Our students have so enjoyed the get-acquainted "mixer" dances in the fall that we have planned another for mid-year. This one will be a Valentine dance on Friday, Feb. 14th, to be held in the ballroom of Ann Carter Lee Hall (the Student Activities Building) from 3:00 p.m. until 12:00 midnight. A soul band, The Coachmen, has been engaged to play and refreshments will be served during the intermissions.

We will be very pleased to have as our guests as many of your bachelor students as can arrange to be here. I shall appreciate your extending this invitation through channels of publicity that you know best.

Sincerely,
Emily A. Holloway
(Mrs. F. Byrd)
Director of Student Affairs

In their opinion

By CHRIS DUFFEY

Last October 200 students, the majority seniors, voluntarily took an opinionnaire in connection with a national survey. Despite slight inconformities with methods of statistical research, the results proved informative and interesting.

STUDENT BACKGROUND

84 of the polled major in social sciences, 68 in humanities and fine arts, 26 in physical sciences, 10 in biological sciences.

140 have a permanent home address in Virginia, 59 per cent come from families with an income of from \$10,000-\$25,999. 54 per cent have their parents paying from 76-100 per cent of their college expenses; 4 per cent are totally financially independent.

After graduation, 51 per cent expect to go onto graduate school. In terms of eventual occupation, they are thinking about: elementary or secondary education (33 per cent), a life centering upon

home and family (16 per cent), college work (9 per cent), creative arts (7 per cent), business (3 per cent).

LIFE THE MARY WASH WAY

31 per cent feel that it is untrue (generally or definitely) that there are many rules governing student behavior. 94 per cent agree that students participate in the formulation of nonacademic regulations that affect them. 58 per cent think that the College believes it has an obligation to parents to look after the well-being of students. 64 per cent think rules governing smoking and smoking are strict.

According to 83 per cent, students associate with one another without regard to race, ethnic, or social backgrounds. The surrounding communities are cordial to students, agree 93 per cent. The College annually sponsors a rich cultural program that includes lectures, concerts, plays, and art exhibits according to 95 per cent. Nationally controversial student organizations

are not active on campus (4 per cent). Most of the students avoid anything controversial (60 per cent support), however, many students do show a great concern about political, economic, and social issues (63 per cent agree).

ACADEMICALLY SPEAKING

33 per cent had already decided upon a major when they entered as freshmen. 77 per cent feel that students are given the opportunity to try out a variety of course areas before deciding upon a major. 44 per cent feel that many freshman courses repeat material covered in high school.

Only 10 per cent feel that tutors are of value. 61 per cent feel that tutors are important in the curriculum, but 39 per cent recognize the fact that there are courses or programs available for academically gifted students. 42 per cent feel that capable students are encouraged to conduct their own research projects.

71 per cent confirm that a high degree of academic honesty is

characteristic of the students at this college. 110 students are in the 20 per cent of the class.

PARENT-FACULTY RELATIONS

Faculty members seem deeply interested in teaching. 81 per cent don't feel that faculty members tend to be aloof and somewhat formal with students. 55 per cent support the idea that most of the professors seem interested in the student as an individual, but 52 per cent say that there is not much contact with professors outside the classroom. 45 per cent think (and 53 per cent don't) that their faculty advisors have been very helpful in planning their academic programs.

59 per cent disagree that professors have set standards difficult to achieve. 77 per cent don't think that their instructors have challenged them. Students are encouraged to think for themselves according to 79 per cent. 50 per cent feel that professors are too polished, bluffing, personal connections, or personality

is not going to work to get through a course according to 61 per cent. Teachers do, however, allow students to skip by with less than their best efforts, say 59 per cent.

AS FOR SOCIALIZING

63 per cent feel that many of the students are more concerned about their social lives than their academic lives, only 36 per cent disagree. 94 per cent are deeply or moderately involved in dating and social life. 67 per cent find that there are not adequate opportunities to socialize with the opposite sex. Dating frequency varies from once a week (26 per cent) or twice a week (19 per cent) to twice a month (16 per cent) or once a month (8 per cent) to less than once a month (12 per cent).

30 per cent are very dissatisfied with the male-female ratio on campus, 30 per cent somewhat dissatisfied, 19 per cent fairly satisfied, 19 per cent very satisfied ("the absence of the opposite sex here suits me fine").

Students of the 50's

By LOIS JASUTA

A group of girls walks down the brick path chattering about their weekend at U. Va. The conversation shifts to an English paper and the feature at the Pitts Victoria. Each girl carries a pile of books and wears a calf-length, full skirt, round-collared blouse, and bobby socks with saddle oxfords.

This is a typical group of MWC students of the fifties, an impression garnered by leafing through old yearbooks. Several professors who have taught here for some years were interviewed about the students of that era.

One of the professors com-

mented that the students of the fifties presented a rather appearance than the students of the sixties, that they were better workers, and that they had generally more wholesome attitudes toward college. They were more mannerly and showed more respect for their professors. One professor described the students of the fifties as "more confident, respectful, and a little bit 'genteel'." They had higher academic standards, and were more interested in their studies than the students of the sixties. They were more serious about their problems, but not as openly as the students of the sixties.

Students of the fifties were inclined to completely accept the statements of professors and to explain moderately their dissatisfaction with the professor. The students of the fifties were "apathetic, too quiet, and without initiative." However, they were better able to articulate their feelings, more inclined to praise what pleased them than to criticize what disturbed them. Perhaps this is what made the students of the fifties seem happier and more mannerly than the students of the sixties.

Students of the fifties were lonelier in their adjustment to the world. They seemed to lack the ability to communicate and to relate to the private feelings of others. The students of the fifties were "apathetic, too quiet, and without initiative." However, they were better able to articulate their feelings, more inclined to praise what pleased them than to criticize what disturbed them. Perhaps this is what made the students of the fifties seem happier and more mannerly than the students of the sixties.

Students of the fifties were extremely active on campus and church organizations received greater attention. Mandatory chapel existed for a period and there was "Religious Emphasis Week." Sports and the RA also played a more prominent part in the college. Charity fund-raising drives and song writing were eliminated at Convocation and Bermuda shorts were permitted for the first time on campus. Hall monitors still enforced lights out for sophomores and juniors. In 1959 attendance to SGA meetings was mandatory and seats were assigned. An editorial of the period complained

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girl: who, what, why?

Individual vs. the mold

by ANNE GORDON GREEVER

Periodically, SGA officers stop to ponder about their constituents. Whom are they leading? Who elected them, and for what?

BULLET editors, too, begin to wonder about their readership. Whom are they addressing? What do their readers care about?

There are 2200 students here, members of the lofty academic community. Who are they? What is important to them? To what do they devote their time, talents, and creative energy?

It is hard to believe that boys and weekends are our dominant concern. It is equally hard to believe that the student body is composed of true scholars, devoted to academic pursuits. In fact, some think that we have more grade-grubbers than scholars, that there is more concern about point averages and degrees than about intellectual inquiry and knowledge. How many of us welcome the challenge of stimulating courses? How many of us are excited about our studies?

Student leaders perennially moan about the pervasive apathy here. No one cares, they lament. Well, asks the student body, what is there to care about? Closing hours and dress regulations? Many students seem to feel that SGA's activities are trivial and self-perpetuating. Is SGA, then, only a game after all, and are our leaders only bureaucrats? Is it a mutual conspiracy of pretense, in which the students pretend to honor officers when instead they regard them as functionaries, and in which the officers pretend to be promoters of the people's welfare in the endless "big business" of campus political intrigue?

Other campus activists, the non-SGA element, issue regular calls to action. Arise, they urge; we must band together to correct the inequalities, injustices, and evils of society! They are answered with silence. Apparently, most students do not see or do not care about what the "liberal" call injustice. Student reaction to BULLET editorials and exposés illustrates this attitude. Many resent what they feel is an attempt by the BULLET to shove an ideology at them. When the BULLET screams about racial discrimination in rooming assignments or advocates an overhauling of the academic structure, students throw down their papers in disgust. They resent the weekly assault and refuse to allow the BULLET to force them to justify their existence.

All attempts to stir enthusiasm and action, by the establishment

or otherwise, have been a dismal failure. Activists begin to speak derisively about the ANONYMOUS 90 percent, the silent ones, the apathetic majority. Yet this sort of contempt is manifestly unfair. While the campus liberals, or pseudo-liberals, as you will, are sneering at their fellow students, others are practicing the principles they believe in. While our smug liberals are plotting and endlessly talking and proclaiming the urgency of action, others are quietly acting in the world beyond our self-contained campus. While some eloquently implore us to care about human rights and human dignity, to love and help our fellow man, others among us are spending unheralded hours working at Head Start centers, helping handicapped people learn new skills at Opportunities Unlimited, and tutoring local high school students.

Yet this dedicated contingent is small in number and limited in impact. In this respect, the liberals are generally justified in their disdain of the vast majority of us who live in the microscopic world of self. What the liberals fail to consider is that most of us like it here.

Why should students be up in arms about what they feel is a quite adequate system on campus? Obviously, most MWC students are content with their way of life and environment. Minor gripes about the dining hall food, heavy work load, and the high price of books overwhelmingly outnumber the outcries against low faculty salaries or unfair judicial practices. Repeatedly, students comment that the liberal faction is upset for no good reason. Controversy for controversy's sake, they call it. The BULLET is considered a trouble-monger and the activities of the liberals are derided as ostentatious and phony.

Occasionally, however, the liberals are astonished at the response to their appeals. They were left gaping when 300 people appeared at the C-Shop to protest censorship of the underground newspaper, and they were pleasantly surprised at the number of students who joined the march to GW. Not only were they surprised at the numbers, but also at the unexpected faces they saw. Girls once thought of as arch conservatives spoke out vigorously at the "C".

There are those who believe that on this campus the individual must constantly struggle to preserve his identity in the face of a mysterious mold. The mold, they feel, pervades the whole system. The administration, the traditions of freshman dorms,

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Room for scholars?

By TRACY ANTLEY

For some time there has been

loud criticism of the academic structure and environment of this college. Blame for academic apathy has been laid on everyone for the "sterile" intellectual atmosphere — everyone but the students. We protest that our treatment is not scholarly yet we are scholars; should we even take a voice vote to discern those people who want to be scholars.

Among social happenings, grade grubbing, and campus activities, the student who learns for learning's sake, who has a mind like a hungry man, is too often considered abnormal. Peo-

ple who have all the symptoms of this disease spend hours in a library carrel, talk of new trends in literature rather than trends in mixed drinks, and never breathily exclaim after a test that they have certainly failed it. Why students react so negatively to their exam achievements is a mystery. Is it based on an optimistic pessimism to assure a

pleasant surprise if the grade is passing, or is it that we are reticent to be thought intelligent.

Professional students are disdained in this country. Disprovers center on a few worn-out generalizations — that professionals are evading the draft, that they cannot mature enough to leave the college cocoon for the working world, that they are lazy (studying is easy, work is hard), and that, like some South American collegians, they are there to foment revolutions.

It is doubtful that any MWC graduate will continue to attend classes and read textbooks for the balance of her life, yet, during the four years at this institution there is ample opportunity to make the most of learning — much of which is ignored.

The Free University system was begun during the term 1967-68. It was a responsibility of interested students to consult with professors and SGA officials to organize extracurricular study

programs. The almost complete failure of Free University this year can be blamed in large part on student apathy, or was there simply nothing else we want to learn?

Mr. Todorov, Assistant Professor of Psychology, commented on the experiment run in a few sections of the department. About half of the students did not complete the material assigned last semester; although they were forced to be more conscientious about their studies, their reading load was no heavier than for the regular sections.

To those who protest with the old whine "I haven't the time," it must be whined back that it's all a question of priorities. If a student wants to absorb more than 124 hours of higher education, she can, and she will. If we revive scholasticism and bring back the hot-blooded intellectuals, perhaps national newsmen won't refer to us as "Martha Washington College."

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Some years ago it was widely agreed that Mary Washington College performed a much greater service to the state of Virginia than that of educating its women. In the space of four years this fine women's college transformed an entering freshman into a fine Southern lady. Gone were all the nasty habits she had picked up during the eighteen years before she came to MWC. She emerged, at graduation, a refined lady schooled in all the fine points of the genteel way of life.

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student more inclined to completely accept the statements of professors. To be explained, made themselves for the professors. The professor, however, explained that the students of the fifties were more inclined to accept the statements of the professors and that their common attitudes and cultures made them more compatible and trusting of one another. Another professor stated that, as individuals, the students of the fifties were very much the same problems and enjoyed the same types of recreation. But they were less vocal about their problems, in their opinions, than the students of the sixties.

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truly active on campus and church organizations received greater attention. Mandatory chapel existed for a period and there was a "Religious Emphasis Week." Sports and the RA also played a more prominent part in the college. Charity fund-raising drives and song writing were eliminated at Convocation and Bermuda shorts were permitted for the first time on campus. Hall monitors still enforced lights out for sophomores and juniors. In 1959 attendance to SGA meetings was mandatory and seats were assigned. An editorial of the period complained

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The social merry-go-round

By JODY REED

The social life of a Mary Washington girl is one of cycles, patterns, and "do's" and "don'ts". Although there are exceptions to this M.W.C. cycle social-whirl, both professors and upperclassmen on campus vouch for its existence.

The pattern initiates itself in the student's freshman year when she joins the "Road team", as a senior put it, usually bound for a Virginia school within a 100-mile radius of Fredericksburg. "It is conceivable," another senior said, "for a freshman or sophomore to be a part of a social whirl for her first two years." The underclassman's dating schedule is further enhanced by P. A. announcements for " . . . the first ten girls downstairs . . . to go out with ten stag boys in the parlor.

After the "fraternity party syndrome" wears off, somewhere between the end of the sophomore or the beginning of the junior year, the MWCer begins phase two of the cycle — usually Marines or graduate students. By this time the girls have tired of the "rally-rally," blind-date weekends. As Dr. Van Sant observed, "The Marine set offers a large source of single college graduates who want to have a good time." The Quantico crew represents a wide range of regions and diversified interests. Sometimes this variety comes as a refreshing change after the homogeneous college set. Some seniors contend, however, that Marines have a common blase attitude, and that they too often shell-out their "bedtime" stories, as if Mary Washington girls haven't heard them time and again. Graduate students are a little harder to come by. One doesn't find them waiting patiently in the local "C" Shop. Girls, of necessity, must seek them out.

In addition to cyclical dating at MWC, there are also some unwritten "do's" and "don'ts." DO take your blind-date to the Coachman if he's a real loser. There you can't hear him so you don't have to listen to his trivia. Also there's the chance you can lose him on the jammed

dance floor. DON'T try to peak down the stairs or through the double doors into the parlor at your date. He's inevitably peaking back. DO take an intelligent, interesting date to G. W. Here you can talk, and get to know him, DO drag a rich date to Georgetown or Richmond. They both possess the inherent excitement of a city and a large selection of guys for future reference.

How important is the place where you date? Many girls express the prevalence of status-seekers at MWC. As one sophomore put it, "There is a lack of individuality even in the social life here. Girls are extremely social-minded. The emphasis seems to be on the school that you're dating rather than the person." Another senior said that "a girl can be dating a real creep if he's in a good-name fraternity or Ivy League school." Dr. Bourdon, one of the newer faculty members, finds the girls to have "more refinement and polish" because of the emphasis on them. He also said that fewer girls leave to get married than at co-ed schools. "They generally are more serious about finishing college."

What about the girl at MWC who seldom dates? Are the pressures to date greater at a girl's school? Mr. Snyder finds the non-dater "better-off at a girl's school where she isn't continually aware of it by the males' presence". On the recent trend towards co-education Dr. Van Sant said that "Co-education isn't always what it's cracked-up to be . . . students at large are often more provincial and lend a narrower social life. At a school such as MWC, the girls have a wide range of social experiences. Dr. Van Sant has found graduates of such schools to be more sophisticated and socially tolerable than co-ed graduates. Mr. Snyder finds the attitude of non-coeducated girls to be one of emphasizing boys or "drawing on them for their own sake since they aren't around in classes."

So a girl finishes school after four years of MWC social life. What does this all mean? She's been through the cycle with its rally-rally college weekends, its omnipotent Marines, and its unwritten "do's" and "don'ts". She's played the status-seekers' name-dropping game and met a few graduate students to boot. What effect has the total social atmosphere left on her? Perhaps she's gained a certain degree of sophistication in handling a variety of social situations, boy or a friendship basis? The weekend date atmosphere is artificially gay with lots of parties. Unless they see each other in a variety of atmospheres, the dates can seldom establish a realistic relationship. By the very nature of the school, the alternatives for social life boil down to dating or drying-up. Girls often jump for dates simply because they're dates. Selectivity isn't usually high on the priority list of dating criteria. An MWC girl may leave every other weekend for a variety of schools for all four years, and graduate with both a solid academic and social education. If she tires of the social routine, however, what is left to replace it at MWC?

Moldy myths?

From page 3

freshman counselors, handbook regulations, unspoken and sometimes unacknowledged attitudes, student government, and the Lady myth are its components. Unsuspecting freshmen are drawn into the MWC world, unconsciously molded by it, and emerge as stereotyped products. This product is an unthinking, silent, "educated" young lady who is ready to take her place in society, unquestioningly accepting that society as it is, never to know that she was conditioned by the elements of her college environment.

However, this individual versus the mold may in itself be a myth. Maybe the mold doesn't exist. Or maybe we ourselves are the mold. Our search for the MWC student may be futile because our only knowledge is from percentages from senior questionnaires. We cannot create a prototype because people keep popping out of their pigeon-holes.



If you don't like it here . . .

By MARLA PRICE

If you don't like it here, . . .

Well then, Fredericksburg, albeit America's Most Historic City indeed, is the center neither of the academic world nor the universe. So in other words, go west, south, east, or north, but leave, young lady, leave and search for greener pastures. Leave, that is, if conditions are so bad that you'll lose your sanity, sensitivity and heaven forbid, poise, if you see one more white-columned brick fortress of academic or hear once more the gentle buzzing of the fire alarm at 4 a.m. True misery does nothing for anybody.

"If you don't like it here, leave" is sometimes offered as the perfect solution for the restless student who voices her criticisms, and at times, occasionally, acts in some constructive manner to eradicate that which she criticizes. Obviously, if everyone with a gripe or criticism left these hollowed halls, the campus, aside from being deserted, would maintain a dull status quo *ad infinitum*. Would such a campus emphasize "the importance of the inquiring mind?" Hardly. The mind that inquires and demands solutions promotes an atmosphere of change. No part of today's society can afford to stagnate — to ignore the imperative of change.

So the next time your roommate, dormmate or classmate begins to complain or act in a "What a horror show this place is" manner, lend her your eyes and ears. If it becomes immediately apparent that her true happiness lies elsewhere, help her finance her bus, plane, train ticket. But if her gripes have even a slightly

constructive sound, persuade her to hang around and scream a little louder those words. We kids "got a big job to do"; we might as well start here.

Students

From page 2

that students had a tendency to cling to the past. Many still believed in the "Great Cause" and the "The South shall rise again." The school was not integrated for Negroes but it was integrated for men for a time. Veterans still attended the college in the fifties. During the period, MWC had an excellent marching band that appeared in parades throughout the country. The college also had its own cavalry, with uniforms and ranks. The ukulele was more popular than the guitar and Chesterfield was the number one cigarette.

Despite these differences in attitude and customs, some factors at MWC seem immutable. Papers are still always due and weekends at the University are still very popular.



When you write

If you wish to write a column, please submit it to the editorial editor, typed triple-spaced with 10-70 margins. Please include your name, year, major, and a phone number where you can be reached.

The columns may be humorous or serious, and may be written weekly or periodically, but they should be of interest to the college community.

You got a mighty big job ahead . . .

A BULLET INTERVIEW BY MARY ANNE BURNS

MAB Can you briefly outline why you're here?

DG I feel today that the future and destiny of America depends on young people, not only young people but people in college today. It's very important that America tries to communicate with them; it's more important now than any other time in the history of this country.

MAB What particular role do you see for the college students?

DG Well, they are the salvation of this country; either they change the problems of this country today or the country's not going to change. They are very important in this country.

MAB I read in one of your books that young people should have a great role in the administration of the poverty program.

DG Well, yeah, not only that, it's everything, everything that pertains to that. You're talking about a country of two hundred million people where the average age is twenty seven years old, where every student opinion should be taken into account.

MAB Well the representative aren't twenty seven years old —

DG Right, I think eventually we will lower the age of the Presidency. I think that's very important. I think voting is gonna be sure.

MAB How soon do you think that'll be?



DG Before the next election, MAB You think so? I'm not so sure —

DG Yeah it's gonna happen before the next election, because they're not gonna do it on their own, with the young people's demands.

MAB Do you think Sen. Kennedy would have something to do with that?

DG No, he's a little too old, I mean, he's not gonna play around with them old men.

MAB I was wondering, when he went for the majority assistant —

DG Well, he thinks so but kids don't wanna tamper with none of this old stuff; see these cats don't understand that. They're (kids) going for something entirely new. The Democrats probably didn't even want him to have it, you know, but they give it to him 'cause you see there's thirty three million new voters will be voting age in the next years. You know, you're talking about more new voters than I took to win the last election with; and so it means that any man who would

MAB That's the way I feel, but I realize this problem, too.

DG I don't know, LBJ helped it a lot because you see America's always been hooked up in a glamour bag, Kennedy, who did more than LBJ as far as Vietnam is concerned, never got accused of it because he didn't look the part of a villain. But he killed the Dieu family, and he escalated the war in Vietnam, and he was going in on the Bay of Pigs. And so consequently LBJ looked exactly what he was and that was so groovy. And Nixon kinda don't look so good neither, and if everybody'd be honest, you know . . . But I think there should be a tremendous effort set up today to solve problems of the young people, as a tremendous effort was set up with the poverty program. But don't make the mistakes we made with the poverty program.

MAB Do you favor cutbacks of certain programs and putting in new poverty programs with new approaches in certain areas?

DG You see, the poverty program was a bad program because it was left for the politicians and officials to administrate. And I don't favor cutting out a Democratic plum just so Republicans can get one. I think the programs should be reevaluated. They should be passed on to colleges and universities, and industry and private concerns, with a tremendous law stipulating that if they mess it up then they'd be penalized. It'd be much easier for me to put a college president in jail for messing with the funds than it would be a Democratic precinct captain because all of the present courts is protecting him, including the Democratic judges.

New York get \$61 and in Mississippi get \$9, now you can't raise that to \$61 in Mississippi because the cost of living is not that high —

MAB — That's why migration —

DG — You'd have a reverse action. Yeah, you'd have people leaving New York and going there (Miss.) because at \$61 you'd have \$40 left over for a baby. So if you get into goods and services you can pay rent in New York like the rent in Mississippi, then the government benefits by the motive of it.

MAB Well, this seems like what Nixon is talking about.

DG He's talked about the inadequacy of New York and Mississippi not about any programs. I hope his programs deal with goods and services. I think as far as the young folks is concerned there are two basic things. The government is gonna have to get into a massive school building program around the country and lease the schools to various communities. You see, it would be very difficult to say that New York City, because of its tremendous industry, can have good schools, and Jaboo-Jones, Tennessee, because they have no industry, has to have bad schools. Because you're dealing with educating Americans. And why should an American be luckier because he was born in New York instead of Jaboo-Jones — is that not America too? And so we're gonna have to get into a massive teacher corps and school building program for the urban areas.

MAB So you would favor a big expansion of the teacher corps program?

DG Yeah, very much so, to the extent where you give four year scholarships, everything paid for, and the kids pay you back by going into various areas around the country around the world, for "X" amount of years, at say, \$100 a week, then after they serve their three or four years their obligation is over. Now you take the ones who have in the program who dropped out before it was finished, and you take them into tutoring areas. There's ways. The ROTC — you should definitely knock them out — but keep the same type of structure to train Peace Corps people. In other words, for the first time a girl or a guy who enters college could enter into the Peace Corps and be paid, which would supplement their . . . And after it's over, they go into the regular service for two years, which means you have a person who's traveled in this area for four years along with everything else, rather than giving him a fast 26 week course.

MAB That would have to go along with some draft reform.

DG Well, you're gonna have to make draft reforms, for no other reason than as of this year you're gonna get two and a half million new people, kids, turning 18 years old, so they can't draft all of them anyway. So I mean it's the biggest joke in the world if you talk about draft reform. You got to reform the draft 'cause there's just not enough room to put all the people.

SEE WE, Page 6

Moral pollution exists says Dick Gregory in GW

By BARBARA HALLIDAY

Dick Gregory emphasized the job of youth in today's world as he spoke to a capacity crowd of college students from MWC and other area schools Tuesday night in GW auditorium.

Gregory said that today's youth constitute "the most morally dedicated movement ever in the history of America." He challenged them to solve problems "which they had nothing to do with creating."

He credited the youth movement with keeping politicians in line. He said that it is because of dedicated young people that LBJ, "the number one tyrant to walk the face of this earth since Julius Caesar," declined a second term as President. "Nixon couldn't be too bad even if he wanted to be," he commented.

The former comedian used humorous examples to make serious points. He cited the greatest example of black progress in America as the naming of the hurricane "Beaulah." Of Phillip Blaiburg's transplanted heart donated by a black man he said, "That's the only one that's working — that's black power."

The theme running through Gregory's stories and examples was the "moral pollution" he sees existing in the United States. He said, "America is the only nation on earth that lies about what she is . . . America will never be beautiful until you get the Indian off the reservation . . . While we're in Southeast Asia trying to keep Communism from spreading, who's going to keep India from spreading here in America?"

In reference to the white "backlash" reaction to the recent racial disturbances, Gregory referred to the Declaration of Independence and said that the founding fathers had apparently made one mistake: they forgot to write "for whites only" on it. The capitalistic system was

another target hit by Gregory. He told the youthful audience, "The biggest job you have to do is beat the capitalists back to their rightful place — that is behind the U. S. constitution, not in front of it." He pointed out that gun manufacturers kept gun registration laws from being passed even though the public showed overwhelming support for such laws. He also said that the capitalists are to a great extent responsible for American military involvement. "Take the profit out of war and you'll be surprised at how many conference tables you'll see."

Gregory voiced his concern about America's inconsistent attitude toward non-violence. "The only country in the world that has ever dropped an atom bomb on people asks us (black Americans) to be non-violent. He said that the Indians have been non-violent for seventy-five years and they are still on their reservations. "With the Indian as an example America has proven what a passionate disrespect she has for non-violence. It is sad that the Indian would have to become violent before you'd know what he is all about."

On education, Gregory commented, "Colleges in America don't know how to educate because they're so busy indoctrinating." He added, "Most of the problems in schools don't come from the students; they come from the boards of directors. The only way they (the board members) got to be there — they made some money. They don't know a thing about educating."

Gregory has declared himself President in exile and an inauguration will be held on March 4 in Washington D. C. He will set up headquarters at a "clack house" and will concentrate on trying to solve the problems of hunger in America. *



have any intentions of becoming the President of The United States four years from now, he should be out here on the college circuit.

MAB Does that mean you intend to run again in '72?

DG Not necessarily, but I'm saying that, you know, in any event . . . which means that you know Nixon would probably be a pretty groovy President unless he goes crazy. Because there's no man who can be President four years from now without tapping them, this huge amount of young people that's moving in to the voting age. So consequently . . . (You don't find too many young kids worrying about it, really, they're (worriers) all Democrats who voted wrong.) Because you know Nixon knows he's not as clever as LBJ. He's not as slick as LBJ, and he's not as smart a politician as LBJ. Them young kids, they're tired of it, you know. And you know if they're tired of somebody as powerful as LBJ, they can get tired of Nixon too. So I think he's gonna keep this in mind.

MAB He's been trying pretty hard to get in good with the young people.

DG Well it's a strange thing about America. You really shouldn't have to try to be good . . . (laughter)



And the welfare programs should be structured on lines of goods and services in a tremendous effort to bring in the people on welfare. See, if you ever thought about a doctor, he does ask you where it hurts before he starts operating on you. And we, who've never gone a day without eating, is trying to administrate a program to these people who have. And so I think, you know, if we set up a base for the welfare programs on goods and services instead of money, and have the money part set up where you don't take all the responsibility away. But where the kids on welfare in

Bailes Espanoles to perform tonight

Jose Molina's *Bailes Espanoles* will perform tonight at 8:30 p.m. in George Washington Auditorium.

Bailes Espanoles is composed of 12 of Spain's most popular Flamenco artists. The company will present a program of Spanish songs and dances. American critics have acclaimed these dancers as being "incredibly youthful, talented, and handsome."

The group is currently involved in a nation-wide tour of the United States, the longest tour ever made in America by a Spanish dance company during one season. They will also visit the Canadian provinces, Puerto Rico, Hawaii, and the Virgin Islands.

At the age of 27, Jose Molina has gained world recognition as

a virtuoso of the Spanish dance. He began his formal training at the age of nine when his parents enrolled him as a student of Clasico Espanole with Pilar Monferde in Madrid. Five years later he joined the Soledad Miralles as the second dancer. He went on to become the first dancer of the "Brisas de Espana." When he was 17, Sr. Molina toured Europe and the Orient. He first came to the United States at the age of 17 and became first dancer with Jose Greco.

Molina remained with Greco for five years and then formed his own dance company. Molina's company made its debut in Washington, D. C., in 1962. Today the *Bailes Espanoles* is one of the best Flamenco dance attractions in the United States.



U. Va's Coed

Last Saturday, February 15th, the Board of Visitors of the University of Virginia passed a resolution to accept women into the various undergraduate colleges on a full-time residential basis.

After the Woody report on the need for coeducation was presented and a need established by the Board December 14th of last year, President Shannon requested the Future of the University Committee to study the feasibility of such a program, and to bring it under discussion in the regular February session of the Trustees in Charlottesville.

It is doubtful, according to Mr. Ern, Dean of Admissions at U. Va., that coeds will be accepted for the fall 1969 session. Possibly some Charlottesville girls will attend classes, but residential status will not be extended.

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Tracks are evaluated

The Senate Curriculum Committee recently evaluated the present track system method of scheduling classes with a poll conducted by member Anne Woodbridge.

Results of the poll indicated that 67 per cent of the students and 71 per cent of the faculty found the system either very good or good. Preferring the system over last year's method

were 77 per cent of the students and 70 per cent of the faculty. The majority of the people polled, 96 per cent of the students and 85 per cent of the faculty,

did not find the system overly confusing, but many explained that they were adjusted to their schedules which they once found confusing.

When asked if they liked the system only because it eliminated Saturday classes, 71 per cent of the students and 67 per cent of the faculty answered "no." No one in either group advocated returning to the old system. A second alternative to return to the old system modified to eliminate Saturday classes was downed two to one by students, and it received evenly divided positive and negative opinion from the faculty.

A main objection to the new system was the lengthy afternoon sessions. Students and faculty both agreed that the attention span is somewhat shorter in the 75 minute period. The uneven distribution of classes was also criticized as not being conducive to preparation of daily assignments.

One-fifth of the students were polled with 84 per cent return. One-hundred fifty faculty members were contacted with 60 per cent return.

Cox receives key

Lucille Cox, assistant professor of Latin at MWC, will become a member in the Sweet Briar College Theta Chapter of Phi Beta Kappa in March.

Selection into the society is based upon both professional and scholarly achievements. For twenty-four years of outstanding service at E. C. Glass High School, Miss Cox attended School, Miss Cox received recognition.

After graduation from Amherst High School, Miss Cox attended Sweet Briar College where she majored in Greek and Latin. She received her Bachelor of Science degree in 1936. She later earned her MA at the University of Virginia. During the summer of 1949, Miss Cox studied at the American

Film schedule

SCHEDULE FOR MWC ENGLISH DEPARTMENT FILM SERIES

(Note: Information on each of these writers will be distributed approximately one week before their film dates, and will be available for publication.)

February 19, 1969: John Updike; Allen Ginsberg, Lawrence Ferlinghetti

March 5, 1969: Novelist Saul Bellow; poets, Denise Levertov and Charles Olson

March 19, 1969: Novelist Ralph Ellison; poets, Richard Wilbur and Robert Lowell

April 2, 1969: Novelist Vladimir Nabokov; poet Robert Creeley

April 16, 1969: "In Search of Hart Crane"

April 30, 1969: Novelist Philip Roth; poet William Carlos Williams

May 14, 1969: Novelist Truman Capote; Poets Gary Snyder and Philip Whalen

English flicks shown

The English Department of Mary Washington College is sponsoring a film series this semester dealing with the lives and works of contemporary American novelists and poets. The highly acclaimed series, which originally appeared on the NET (Channel 26) television network, interviews such writers as John Updike, Lawrence Ferlinghetti, Truman Capote, Robert Lowell, Richard Wilbur and Hart Crane.

The writers discuss their works, read selections from them, and give candid opinions about contemporary American life and art. The series will be shown on alternate Wednesdays, beginning February 19, 1969, at 7 p.m. in

Chandler 14. Each program will last approximately one hour.

The first program, on February 19, visits John Updike, Allen Ginsberg and Lawrence Ferlinghetti. Updike speaks from his home in Ipswich, Massachusetts, discussing various literary matters, including the themes of his own novels, and reading two of his short stories. Ginsberg and Ferlinghetti are well known for their belief in poetic engagement and their involvement with events in the contemporary world. They will read from their poems and discuss the so-called San Francisco renaissance.

For further information: Carl Lutterbie, English Department, Ext. 352.

Letters to the Editor

From page 7

Dear Editor:

I had read and had been told that such statements as "Undoubtedly the only certainty that we have is that nothing is certain" were expounded by so-called educated individuals. It was not until I saw such a statement in a letter to the Editor that I was certain that such irrational propositions are a reality.

I was reminded of a shockingly revealing statement in the John Galt speech in *Atlas Shrugged* which reads: "His (the savage) is the intellectual state

See LETTERS, page 12

We don't like these insults . . .

From Page 5

BARRY FITZGERALD You could have more wars!

ALL (groans and laughter) MAB That's regrettable! Don't give 'em any ideas!

DG They won't do that, 'cause the young folks just ain't gonna fight it. And so you know he's gonna have to (Nixon, reform the draft). I hope he don't go with the reform he's talking about going with 'cause that'd be very bad, when he talks about a professional army. Then you get back to what he (Barry Fitzgerald) just said. If all of us is sitting around in a professional army and we ain't had a raise in ten years and somebody says "It's 'cause we ain't had a war in ten years", and there ain't but only one way you're gonna get a raise: you got to have a war. It could be mighty mighty bad. We'd end up fighting.

ALL (speculations, lower Antarctica, etc.) MAB What do you think of Romney and Volpe and Finch?

DG I dig Romney and Finch;

I don't know that much about Volpe.

MAB Because Nixon explains the three of them now with the idea of a national — I forget what he called it — it would be similar to the National Security Council . . .

DG But only for the local areas. Right, I think Finch and Romney are very capable men, if they can have a free hand. You don't have to live up to Dick Nixon's obligations.

MAB You seem to know what his obligations are, but everyone's speculating at this point.

DG I mean the obligations that, during the elections, the schools and segregation. Like I said, if he chooses to break that bond which I think he can and I think he will . . .

MAB Well, Finch already cut back funds from certain districts.

DG Yeah, but we still got to wait and see what happens.

The Bullet staff would like to thank Patti Boise and Barry Fitzgerald (of The Free Lance-Star) for helping to make the above transcription possible.

SSSSSS?

(Should Senators Seek Seats Second Semester?)

Senators should be up for re-election each semester. As it stands now, a student votes for a representative on casual acquaintance but is not permitted to vote on long-term performance. A senator must prove herself only once, that once being before she reaches the Senate.

As it stands now, a girl may be able to hold a Senate seat for one semester but not both. This naturally results from a system where each semester is different in terms of academic and social responsibilities. If a girl's first semester workload is too time-consuming, she's eliminated for the full nine month period, even if second semester's demands allow her more free time. Conversely, it is equally possible for a girl intending to serve a full term to run in the Fall only to find herself unable to handle the job in February. In both cases the constituency suffers: in the first case new initiative is lost; in the second case old effectiveness is diminished.

With a Senate election each semester, more attention would fall to Senate issues and capabilities. Perhaps there would have been more action on campus safety, an issue continuing to worry students, if senators had had to face the concerned reactions of students via the ballot box.

To senators this suggestion may appear too risky, but the probability is that most would be re-elected. Thus, the Senate would convene second semester with a generalized vote of confidence. Some senators would lose the second time around, but the sense of loss felt by these few would be preferable to the extended dissatisfaction of their constituencies.

Theoretically, then, the effectiveness of the Senate should be boosted by a second election. The quality of representation and the prestige of the office should also increase.

In short, as it stands now it could stand improvement.

Letters to the editor

Dear Editor,

I would like to call your attention to an open lecture which will be sponsored by the Russian Club on February 19 at 3:30 in the Ann Carter Lee ballroom. The speaker is Professor Richard V. Burks of Wayne State University, who is currently on leave to the RAND Corporation in Washington, D.C. He will be speaking on "The Decline of Communism in Czechoslovakia."

Mary Washington is indeed fortunate to have an opportunity to play host to Professor Burks, who is one of the foremost specialists on East European history and politics in the country. We are especially fortunate to be able to engage such a prominent speaker at a time when the situation in Czechoslovakia is such a subject of interest and concern.

I had the good fortune to hear Professor Burks's lecture a week or so ago in Washington and I am positive that it will be one of the best addresses that Mary Washington has had in many years. It seems to me that a talk of such import and significance deserves the full attention of the campus newspaper, the student body, and the faculty.

RICHARD H. WARNER

editorials denounce American militarism while its advertisements include CIA recruitment.

NANCY H. MITCHELL
SIDNEY H. MITCHELL

Dear Editor:

Upon returning from semester break, I was surprised with new and higher taxi rates — and I'm sure that I am not alone in my amazement. According to what the driver told and charged us, the new rates are: 75¢ for the first person, 10¢ each additional person, and 25¢ for each stop more than one. I find these prices to be unfair to, in particular, students at the college. The drivers may be earning more money per ride, but certainly they must be losing business — especially from students here, undoubtedly among their better customers, if not the best. I suggest that the cab companies either employ meters — by far the fairest method — or draw up special rates for Mary Washington students, i.e. the old ones. Until something is done about making the prices more reasonable, I plan to walk everywhere, and I hope I'm not alone. Would you rather help carry your roommate's suitcases or pay 75¢ for the next one, two, three, or more years — and the rates might go up again if something isn't done now!

EMILY RADFORD
See LETTERS, page 6**boggled mind****If the shoe fits**

By GINNY WHEATON

Good morning, class. In your reading for today the author discusses the evolution of words and their connotations. Can anyone think of a hypothetical example of the author's thesis?

Student X — How about "administration" or "administration?"

Teacher — Very good. What is the definition?

X — "To administer; from OFr. L. administrare; ad + ministrare, to serve, 1. to manage or conduct, 2. to dispense, serve out, 3. to give or apply, as medicine or a remedy . . . Syn. Give out, distribute, furnish," "administration-n. 1. act of administering; specifically, conduct of any office or employment; direction; management, 3. The persons collectively intrusted with executive powers; the term of office of an administrative officer or body, 4. Law. Management and disposal under legal authority, of the estate of a deceased person, or of an infant, a lunatic, etc.

Teacher — Excellent memory work, X. Now let us apply this to, for example, a corporate structure. Can anyone think of an example which still fits this definition?

Student Y — Well, I was going to say our own administration here at the university, but I can't think why. It looks like it could be an administration; it has offices and officers, and it purports to serve the rest of the university, sometime, but I can't think of much it really does in the way of administering.

Student Z — I go to the Bursar's office sometime to get them to cash my checks, but they're not open except during class hours. Then I had the Registrar's office send some transcripts once, and they sent the wrong ones. Actually, each office has a purpose, conceived once upon a time as a way of making things easier for the rest of the school, but every time I've been involved with them they get entangled in rules rather than people and personal circumstances.

Teacher — Is there any way in which the original definition could be made to work here?

Y — Well, maybe if you threw away the rule book and started all over again, and did away with the intermediaries that are supposed to channelize the students' and faculty's needs, and let everyone talk to each other instead of intercession through representatives, committees, offices and officials, maybe the administration would know what people wanted and the people would know what the administration wanted or didn't want. I don't really think this is possible, however.

Teacher — Then a new definition of this particular form of administration is needed. Who has one?

Student Z — How about a group of offices, officers, or combinations thereof, each doing his duly appointed mission, to the ignorance and/or exclusion of others?

Teacher — That will do, for the moment. Tomorrow we will discuss the meaning and implications of "faculty."



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"The perfect state and the perfect religion can only be achieved with a population of one."

TRACY ANTLEY

THE bulletSusan Wagner
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Unsigned editorials represent a majority opinion of the Bullet Editorial Board. All other features, columns, cartoons, and letters represent the opinion of the author and do not necessarily reflect the views of the Editorial Board.



Bailes Espanoles to perform tonight

Jose Molina's Bailes Espanoles will perform tonight at 8:30 p.m. in George Washington Auditorium.

Bailes Espanoles is composed of 12 of Spain's most popular Flamenco artists. The company will present a program of Spanish songs and dances. American critics have acclaimed these dancers as being "incredibly youthful, talented, and handsome."

The group is currently involved in a nation-wide tour of the United States, the longest tour ever made in America by a Spanish dance company during one season. They will also visit the Canadian provinces, Puerto Rico, Hawaii, and the Virgin Islands.

At the age of 27, Jose Molina has gained world recognition as

a virtuoso of the Spanish dance. He began his formal training at the age of nine when his parents enrolled him as a student of Clasico Espanole with Pilar Monterde in Madrid. Five years later he joined the Soledad Miralles as the second dancer. He went on to become the first dancer of the "Brisas de Espana." When he was 17, Sr. Molina toured Europe and the Orient. He first came to the United States at the age of 17 and became first dancer with Jose Greco.

Molina remained with Greco for five years and then formed his own dance company. Molina's company made its debut in Washington, D. C., in 1962. Today the Bailes Espanoles is one of the best Flamenco dance attractions in the United States.



You've got nothing to lose but your disability.

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U.S. Department of Health, Education, and Welfare
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Tracks are evaluated

The Senate Curriculum Committee recently evaluated the present track system method of scheduling classes with a poll conducted by member Anne Woodbridge.

Results of the poll indicated that 67 per cent of the students and 71 per cent of the faculty found the system either very good or good. Preferring the system over last year's method

were 77 per cent of the students and 70 per cent of the faculty. The majority of the people polled, 96 per cent of the students and 85 per cent of the faculty,

did not find the system overly confusing, but many explained that they were adjusted to their schedules which they once found confusing.

When asked if they liked the system only because it eliminated Saturday classes, 71 per cent of the students and 67 per cent of the faculty answered "no." No one in either group advocated returning to the old system. A second alternative to return to the old system modified to eliminate Saturday classes was downed two to one by students, and it received evenly divided positive and negative opinion from the faculty.

A main objection to the new system was the lengthy afternoon sessions. Students and faculty both agreed that the attention span is somewhat shorter in the 75 minute period. The uneven distribution of classes was also criticized as not being conducive to preparation of daily assignments.

One-fifth of the students were polled with 84 per cent return. One-hundred fifty faculty members were contacted with 60 per cent return.

Cox receives key

Lucille Cox, assistant professor of Latin at MWC, will become a member in the Sweet Briar College Theta Chapter of Phi Beta Kappa in March.

I don't know that much about Volpe.

MAB Because Nixon explains the three of them now with the idea of a national — I forget what he called it — it would be similar to the National Security Council . . .

DG They won't do that, 'cause the young folks just ain't gonna fight it. And so you know he's gonna have to (Nixon, reform the draft). I hope he don't go with the reform he's talking about going with 'cause that'd be very bad, when he talks about a professional army. Then you get back to what he (Barry Fitzgerald) just said. If all of us is sitting around in a professional army and we ain't had a raise in ten years and somebody says "It's 'cause we ain't had a war in ten years", and there ain't but only one way you're gonna get a raise: you got to have a war. It could be mighty mighty bad. We'd end up fighting.

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Calendar of events

MONDAY, FEB. 17
 6:30 - Freshman class meeting, Ballroom ACL
 7:00 - Meeting of Phi Sigma Iota, Ch. 21
 8:30 - Jose Molina "Bailes Espanoles," G. W.

TUESDAY, FEB. 18
 6:45 - Student body meeting to take nominations for SGA officers, G. W.
 6:30 - SEA meeting, Monroe 21
 6:30 - Le Cercle Francais, Brent
 6:30 - Fencing Club, Lee 108

WEDNESDAY, FEB. 19
 2:30 - Faculty co-operative committee, Lee 306
 3:30 - Speaker, Richard V. Burks, "The Decline of Communism in Czechoslovakia," Ballroom
 4:00 - Curriculum committee, Lounge B
 6:30 - Meeting Outing Club, Lee 108
 6:30 - Senior Class Meeting, Ballroom
 9:00 - SGA Senate meeting, Ballroom

THURSDAY, FEB. 20
 6:30 - Junior class meeting, Ballroom
 1:15 - Speaker, James Biddle "Preservation in the U. S.," Room 645 - General student recital, duPont Theatre
 7:00 - Sophomore class meeting, Ballroom
 8:00 - Buzz session for nominees for SGA and Honor Council Pres., ACL Ballroom

MWC YR's return from state convention

By TINA CONVERY

The Mary Washington Young Republicans were able to put to use their political knowledge and skills as they attended the Virginia Young Republican convention held in Richmond this past weekend.

The state convention is the political and social highpoint of the year for the YR's. It has been estimated that 800 delegates and alternates attended this year's convention. These delegates represent Teenage Republican and regular Young Republican clubs as well as the college clubs.

All state YR officers and committee men are elected by the delegates at the convention. Delegates are also given the chance to discuss the major national and state political issues and to take a stand on them in the form of resolutions. Delegates were also given the chance to meet and question Linwood Holton, perspective GOP candidate for the Virginia governorship, as he addressed the convention Saturday night at an awards banquet.

Twenty-six girls formed the MWC delegation, representing the 351 member club. Several members of the delegation served on the rules, credentials, platform, resolutions and awards committees for the College Federation. Trish Little, an MWC delegate, chaired the awards committee for the regular YR Federation.

Marti Blair, Vice-chairman of the MWC club was a candidate for first Vice-chairman of the College Federation. First vice-chairman is in charge of membership, founding new clubs, revitalizing old ones and coordinating political activism for the college YR's.

Marti was a candidate on Paul Scott's slate. Paul, candidate for chairman, is presently a law student at the University of Virginia and is the son of eighth district Congressman William L. Scott.

News briefs

Czech speaker

Richard V. Burks, professor of history at Wayne State University, will lecture on the Czechoslovakian student uprising on Wednesday, February 24. Dr. Burks has been the recipient of a number of awards, among them Phi Beta Kappa. He has lived in a number of European countries, including Czechoslovakia.

Basketball team

This time of year the faculty basketball team comes to life. The team, which varies from five to eleven people at various times, represents a number of departments. Team members include Richard T. Wilfong, Marshall E. Bowen, Victor Fingerhut, George M. Van Sant, Robert M. Saunders, Michael L. Bass, Roy Weinstock, Richard E. Hanson, and Jerry Lawson.

The team has played six games this season; four or five remain. According to Mr. Wilfong, a game with the MWC student basketball team is planned "if the students are willing."

Columbia blue and white uniforms are a new addition to the team this year.

New faculty

Two new faculty members have been named to the Mary Washington College staff for the second semester of the 1968-69 session.

Appointed as a Visiting Professor to teach a course in basic computer science was Dr. Richard E. Grove, while Miss Nancy Cole Dosch was named as an Assistant Instructor in Health, Physical Education and Recreation.

Dr. Grove, who was appointed on a part-time basis, is a Professor of Computer Science at Randolph-Macon College in Ashland. He holds a B.S. degree from Randolph-Macon College; an M.A. degree from Johns Hopkins University; and a Ph.D. degree from Syracuse University.

Plans are now being made to send a MWC delegation to the regional convention which will be held March 8 in Lexington, Kentucky.

We shall overcome dept.

Improved, speedy registration: how?

By TRACY ANTLEY

Second semester course registration went smoothly this year — until the sophomores took over George Washington Hall January 8th for close to ten hours.

The setting could have been a sit-in demonstration as several hundred girls stood, leaned, and sat in the second floor administration hall and curved in a snake-like line down the stairs and through the basement, disrupting the class-bound students and office workers who were forced to run the obstacle course over a litter of bodies and books.

Many were the grumblings over the average 3 1/2 hour wait to register, chief among them the question "why wasn't this done like last year?" The system employed last year was equally experimental, consisting of pre-registration of some classes in many departments and a rotated

alphabetical order of registration in G. W. Under this method, however, a senior who needed a lower level course for graduation ran the risk of not getting it if her alphabetical place on the lists scheduled her for late in the afternoon.

Under the system used this year, preregistration, which had been inconsistent among the various departments, was discontinued altogether. A priority policy was established which allowed Seniors and Juniors to secure the classes they needed for graduation requirements. A day was set aside for each class to register.

As complaints had been voiced over the rotated alphabetical order of registering, it was abolished; students were free to come to G. W. at their convenience throughout the day. The

Prior to his appointment this year to the chairmanship of the newly created Computer Science Department he served as head of the Department of Physics.

Miss Dosch completed requirements for a B.S. degree from the University of Maryland in January.

Att'y appointed

J. M. H. Willis, Jr., a Fredericksburg lawyer, has been appointed legal consultant of MWC.

As Associate Legal Advisor for Mary Washington College, Mr. Willis will work with the administration in regard to legal matters. He will continue in his present job as Fredericksburg's Commonwealth Attorney, and keep his partnership in the local law firm of Willis, Garner, and Paxton. A lifelong resident of Fredericksburg, Willis graduated from Hampden Sidney and received his L. L. B. from U. Va. in 1957.

Auction planned

Chi Beta Phi will hold its annual scholarship auction Thursday, February 27 in ACL ballroom. Faculty members will auction off items donated by faculty, administrators, and local merchants. All proceeds will be used for three scholarships awarded each year by the honorary.

Simpson chosen

Chancellor Grellet Simpson has been named to a panel of thirty judges for the ninth annual Catherine L. O'Brien Award Competition for achievement in women's interest newspaper reporting.

The nationwide panel of academic journalists and college heads will award a first prize of \$500 to the outstanding journalist in the field and give him or her the right to present a \$1000 journalism scholarship to any student in their community.

Computer course

An introductory course in digital computers is being offered to Mary Washington College students this semester in conjunction with Randolph-Macon College. The purpose of the course is to familiarize participants with computers and to teach them the use of computers as tools in other academic fields. Dr. Richard E. Grove will teach the course at Randolph-Macon in order to use the IBM 1800 computer there.

Biafra drive

The Food for Biafra — Nigeria UNICEF Drive, sponsored by ICA, collected \$160.64. Randolph Hall contributed \$48.25, which was more than any other dorm had ever donated previously.

To err is . . .

"A student who attains an average of B (3.25 quality point ratio) or better for any semester, with no grade below C is placed on the Dean's List of Honor Students."

Afraid not, fellow students. Due to a careless oversight on the parts of a few administrators, some of those who thought they had made Dean's Team will be very disappointed — the average is still 3.5.

Although the Handbook 1968-69 explicitly states a change, officially the recommendation for lowering the needed average was never passed.

Curator speaks

James Biddle, president of the National Trust for Historic Preservation, will be at Mary Washington College on Monday, February 24, to lecture on "Preservation in the United States." Mr. Biddle, a graduate of Princeton University, was previously Curator of the American Wing of the Metropolitan Museum of Art. The lecture will be at 1:15.

tion will consist of marking IBM cards with the names of students in hyphenated courses from lists submitted by professors. Commas courses will be marked similarly to assure girls spaces. Five days, not four, will be set aside, with three of them reserved for the two younger, larger classes. The priority system will be retained and coupled with some form of alphabetical system to keep students from bunching up in the halls. A chalk board will be placed near the registration desks to keep students notified of closed classes, and additional personnel will be hired to help issue the course cards. It is possible that registration will be held in Goolrick Hall for Summer School and in the fall.

Mrs. Saladin welcomes all suggestions on improving registration.

Nyet? not yet

Russian dept. may expand

By JANE TOUZALIN

In line with other recent movements to broaden the Mary Washington College curriculum, the Russian Studies committee has announced preliminary plans to establish a program of Russian studies at MWC. The committee is composed of four faculty members: led by Mr. Bozicevic and is to be aided by a small group of interested students headed by Alex Tomalonis.

The proposed Russian Studies Program consists of an interdepartmental major which would bring together from several departments a wide variety of courses focused on Russia and the Soviet Union.

At present, MWC offers no major in Russian language and no interdepartmental major for students interested in the broader aspects of Russian studies. Russian courses now included in the curriculum are a comprehensive four-year program in the language and a two-semester survey of Russian history. In addition, the Economics-Political Science and Sociology Departments offer some courses which deal with subject matter relevant to a Russian Studies program. Thus, students with an interest in any phase of Russian studies are now forced either to pursue

a different major and confine their interest to a related field or transfer to another institution which offers a Russian major.

In attempting to solve this problem, the Russian Studies Committee in its preliminary report has offered five proposals toward the establishment of a Russian area major: (1) That an interdepartmental Russian Studies Program be introduced at MWC by establishing and coordinating a number of suitable courses under the direction of advisors to be appointed from among those teaching the program's core courses.

(2) That the present Russian language course offerings be complemented by a substantial number of courses in Russian literature in translation. These courses would benefit not only Russian Studies majors but would also be of interest to non-majors and would enrich the whole college program.

(3) That the present Russian history offering under the jurisdiction of the History Department be enlarged to include an advanced course in Russian Social and Intellectual History.

(4) That the Economics-Political Science, Sociology, and Geography Departments consider modification or enlargement of their present offerings so that they will be able to contribute to the Russian program.

(5) That MWC establish a guest lecture series as a permanent feature of the Russian program. In this way, recognized scholars

and experts in various phases of Russian and Soviet studies from the nation's capital could be utilized to advantage. The Committee proposes that this position be created as a Visiting Professorship in Russian Studies whereby two three-credit-hour seminars would be offered each school year.

The Russian Studies Program itself would be two-pronged, consisting of Plan A—Russian Lan-

guage and Literature; and Plan B—Russian Language and Social Sciences. All students majoring in Plan A would be advised to complete four years of Russian language; all majors in Plan B would be advised to take three years of the language with a strong recommendation for the fourth year, if the student is planning to apply for graduate study. All majors in both plans would be required to take the full-year survey courses in the History of Russian Literature in translation and Russian History. During the senior year, all majors would be required to take a Russian Studies Program comprehensive examination. A thesis would not be required for the major, but seniors wishing to pursue some topic of independent study could do so with the Program advisor's permission. Lastly, all majors would be urged to take one year of the guest lecturer series either for a grade or on a pass-fail basis.

Plan A would require an additional minimum of 18 semester hours selected from literature in translation courses, and Plan B an additional minimum of 24 hours selected from the social science courses. The original suggestion that the Russian

Studies Program require 36 hours beyond the degree requirements is still up in the air and may be cut down in an effort to more easily accommodate any latecomers to the major.

One goal of the Committee is the establishment of a summer institute for Russian Studies to be held at U.Va. This Institute would include not only students from the University and MWC but would also encourage membership of students from about 15 other Virginia schools. The summer institute would offer, among other things, courses of intensive study in first and second year Russian and would therefore be useful to any students who might make a late commitment to the Russian Studies Program.

At present, MWC has on its faculty qualified personnel to teach courses pertinent to a Russian Studies program in the Modern Foreign Language, History, Economics-Political Science, Sociology, and Religion Departments. To launch an early program, MWC would have to engage another person in the Modern Foreign Language Department to take on the increased course offerings, introduce another course on the Soviet Union in the History Department, and establish a liaison with scholars in D.C. for their engagement in the proposed Guest Lecture Series.

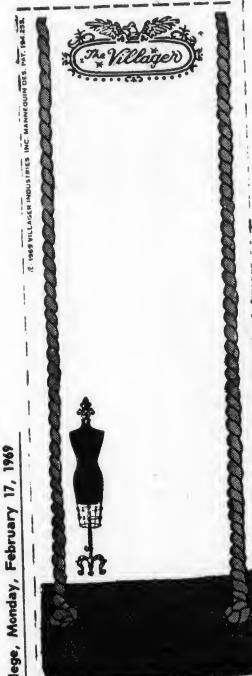
which, as Mr. Bozicevic stated, "is not contradictory to ours in any way," and which will be incorporated into the final report. This report will then be presented to the Dean and the Curriculum Committee for approval. If all goes well, an ad hoc committee would later be formed in Charlottesville to discuss the inception of a summer institute of Russian studies at U.Va.

According to Mr. Warner of the History Department, the establishment of a Russian Studies program at MWC would be beneficial to the college not only by helping to broaden the curriculum but also by meeting the need for enlarged knowledge of what he terms an "essential" study. He also stated that the proposed study program would probably be well-received by students here as Russian is a fairly popular course. MWC has a large Russian enrollment, ranking about third in the state.

Commenting on why he feels a Russian Studies program would be an asset to the college, Chairman Bozicevic remarked that the program is an important one to establish, "for the same reason that Congress created the National Defense Education Act in 1958—to keep up with the Joneses."

The Committee's report now stands in preliminary form. In approximately two weeks, the members will meet with the group of interested students who have prepared a report of their own

"There are over 200 million people over there," he stated, "and they have the only power that can match ours. Whether we fight them or whether we coexist, we still have to deal with them."



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Asian Studies, anyone? To learn is to do

Both in method of study and in subject matter the Asian Studies major differs from the traditional major program. By means of a core curriculum in the sophomore year and a series of courses in appropriate departments in the junior and senior year it proposes to furnish students with a modest understanding of certain cultures and civilizations in Asia. For this understanding to be significant and wide-ranging it should be founded upon the sustained study of a relevant language and literature.

One intention of the proposed program is to view a civilization from the differing perspectives of the various academic disciplines; another is to meet the pressing need for enlarged knowledge of non-Western civilizations.

The general degree requirements are the same as those for the Bachelor of Arts, except that an Asian language and literature may be taken to satisfy the Foreign Language and Literature requirement.

The major program requires 36 credits:

- a) Core Curriculum
- b) Language and Literature
- c) Field of Specialization

12 credits
6 credits
18 credits

Independent study, honors work, attendance at summer sessions of universities having courses in the Asian field, and study abroad during the sophomore or junior year in an Asian country will be encouraged.

By core curriculum is meant a specially designed two-semester course (for a total of 12 credits), meeting five days a week on the morning tracks or four days a week in the afternoon tracks, to furnish an overview of the major classical and spoken languages in Asia and of the insight they furnish into the way of life and the value systems of the inhabitants of the region. The course also will acquaint students with the main political systems and

physical features of Asia as well as the ethnic origins and societal organization of its people. Faculty members from various departments may contribute to this curriculum according to their competencies. In addition, visiting lecturers and resource persons (e.g., from the Virginia Consortium for Asian Studies, from the University Center of Virginia, and from Washington) will be invited to take part in this particular course.

Assuming the present degree requirements, the program should be spaced over the four undergraduate years in the following manner:

DEGREE REQUIREMENTS

Freshman	
English	6
Philosophy	6
Science	8
Language	6
History	6
Phys. Ed.	2
Sophomore	
English	6
Fine Arts	6
Language	6
Phys. Ed.	2
Junior	
Language	6
Social Science	6
TOTAL	66

MAJOR REQUIREMENTS

Sophomore	Core Course	12
Junior		
Area of Specialization		6
Senior		
Language		6
Area of Specialization		12
TOTAL		36

ELECTIVES

Junior	12
Senior	10

TOTAL 22
TOTAL HOURS 124

A report published in 1964 by the Association of American Colleges, *Non-Western Studies in the Liberal Arts College*, demonstrates clearly that a liberal arts college should recognize its responsibility to the non-Western world. This increasing awareness has been fueled also by irresistible and inevitable pressures for curriculum development.

An ad hoc Dean's committee has made the previous proposal. In receiving its instruction from the Dean the committee was assured that, if and when a proposal was accepted by the faculty, then systematic and concentrated efforts would be made to staff the program without curtailing the instructor hours which the established departments will need for taking care of their necessary course offerings.

Of 685 colleges responding to the 1963-64 survey 68 per cent of those institutions awarding only a bachelor's degree offered non-Western studies; 77 per cent of the publicly controlled and 75 percent of the women's colleges did so also. These percentages become even more dominating when we realize that the survey is five years old.

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From Page 9
the consequences of his choices.

— The time of the faculty member is best spent in providing resources which stimulate the desire to learn rather than in planning a guided curriculum.

— Much significant learning through doing, not just reading about what other people do or say.

— Learning is most likely to occur in the students when the faculty approaches the interaction as a learner rather than a teacher.

The vital question is how to put these ideas into practice. What can the student do to transform the university, in his day-to-day living, into a humanized university where people learn, where students are not children, where faculty members are open to real exchange? The answer, I think, is not confrontation or committees or reports; one does not make demands of others, but first demands things of himself. What students have to do first is to change themselves.

Jim Nixon, one of the founders of San Francisco State's Experimental College, explains of his experience:

"We found that the limits of possibility within the institution frequently existed inside us rather than being imposed by the institution. You will often find, if

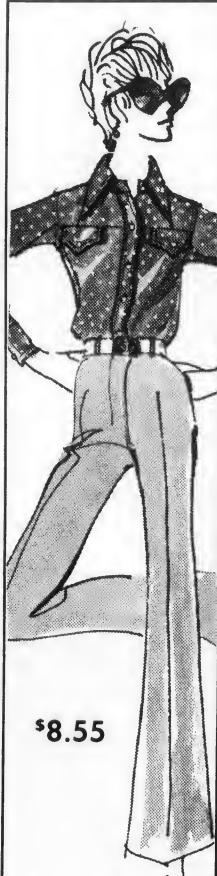
you really look at the situation in which you find yourself and question seriously who is telling you that you've got to be have some way, that it is the back of your head telling you you've got to behave that way."

The truth which makes you free is that you are free. Students can act and change the university, if they want to.

What is needed is not a Free University (which tends to drain student energy away from the regular institution), nor a more active SDS bent on attacking society tangentially by paralyzing universities (universities do not have to be destroyed in order to be saved), but a Critical University which operates daily inside the regular institution; students and those faculty who wish to join them should question every aspect of university education as it happens.

The departments are the real foci of power and influence in the university and students should realize this. All the students in a department should be organized and they should call for representation on all departmental committees. Only if students participate fully in the workings of the department, especially

See STUDENT, Page 12



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Letters

From page 6

of your modern teachers and his is the world to which they want to bring you."

"If you wonder by what means they propose to do it, walk into any college classroom and you will hear your professors teaching your children that man can be certain of nothing, that his consciousness has no validity whatever, that he can learn no facts and no laws of existence, that he is incapable of knowing an objective reality."

To counter such mumbo-jumbo, John Galt states: "The man who refuses to judge, who neither agrees nor disagrees, who declares that there are no absolutes and believes that he escapes responsibility, is the man responsible for all the blood that is now spilled in the world. Reality is an absolute, existence is an absolute, a speck of dust is an absolute and so is a human life. Whether you live or die is an absolute. Whether you have a piece of bread or not, is an absolute."

What is amazing about anyone making such a statement as "Undoubtedly the only certainty that we have is that nothing is certain" is the fact that such a statement is contradictory. If nothing is certain, how can one prattle that there is but one certainty (the only certainty).

In speaking of absolutes, one can be certain of the fact that the expression "nothing is certain" is absolute nonsense.

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Dear Editor:

This letter is written in reference to the satirical article by Tracy Antley concerning the "Rape-in". Considering the sensitive situation, we feel that the article was written in extremely poor taste.

Four members of
Betty Lewis Dorm,
PHYLLIS FUNK
BETH CONRAD
PAULA DUNN
GINNY HAMER

Teachers' Guides to Television has announced its selection of network television programs for the spring semester. The twelve remaining programs of the fourteen are:

Feb. 25	The Experiment (CBS Playhouse)
March 2	Nation's Adaptation (Discovery)
March 9	Wizard of Oz
March 17	Three Young Americans
March 26	Adventures at the Jade Sea

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Student suggests learning through questioning

From Page 11

policymaking, are they going to be able to form relationships with scholars based on mutual respect and understanding.

Departmental offerings and departmental requirements should be criticized. Why are introductory courses so bad? Why can't a department give credit for work in the surrounding community or for field work? Why are the social sciences so much science and so little concerned with real world problems? Why aren't media like films and tapes used in teaching?

The possibilities for questioning the established practices and assumptions of a department and working out better alternatives are endless, and bound only by the students' imagination and capacity for critical thinking.

In every course students should question the teacher's approach, the course requirements, the structure of the course. Why have a mid-term? What is the purpose of a paper? Is the reading relevant? Why does the course have to be graded? If the teacher does not respond positively to criticism, students can organize a counter-course which runs concurrently with the regular courses. Counter-reading lists can be handed out and special

discussions and lectures offered. Teachers can even be challenged to debates.

To facilitate the activity of the Critical University, who is the only way the university can be transformed into a truly free and critical institution, students should be in touch with what is going on at other campuses; it is important that students share information and experience.

Here and there, activity goes on, but most students are isolated and provincial. It is essential that students, along with any professors who are interested, establish at every university a Center for Educational Change. The Center will be a kind of library of materials on educational experimentation which is taking place around the country and will be available for use by all students and teachers. A research staff of students can study particular courses and suggest new approaches to teaching. The Center could also gather information and examples of the use of new media in teaching.

Such a center would serve as an organizing base for student action and provide continuity to the student movement at every university. It could help to assure the maintenance of the Critical University and an ongoing student cultural revolution.

A resolution of the U.S. National Student Association, drafted by Thom Hayden back in 1961, stated:

"The vision toward which we strive is that of a democratic university in which all share certain rights of participation in matters of common concern, and of freedom of inquiry, association, and development, and where paternalism is replaced by fellowship in the company of scholars."

Such words, of course, are cheap. The "new" university will only be built if the students participate and make it happen. Revolutionary change (as history should have taught us by now), especially in post-industrial America, is much more complex a process than the simple assumption of power by a new ruling group or class. The real issue is changing how one lives.

If the student will do that — which involves a change in his mind, in how he sees himself and the university — then he will change, little by little, the institution to which he belongs. The university will be transformed because students have decided to live differently, and those who come after them will find a far better institution in which to seek an education.



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